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ABSTRACT

This module on staff retention is intended to show the direct link between problems in staff recruitment and retention and level of job satisfaction in hospitality settings. The material is presented in a self-instructional format in four sections. At the beginning of each section is a statement of the objectives that will be achieved as a result of working through the material that follows. Users of the module are asked to relate information given in the text to their own experience and knowledge. Where appropriate, suggested solutions to these questions are given on the opposite or following page. The four sections cover the following: (1) how staff view their work; (2) conditions of the job; (3) management of staff; and (4) job design. (YLB)

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OPERATIONAL MANAGEMENT PROGRAMME

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Personnel Management
MODULE

STAFF RETENTION

OPERATIONAL MANAGEMENT PROGRAMME

ACKNOWLEDGEMENTS

For this edition of *Staff Retention*, Peter Johnson has made many changes to the text. In Section 1 the questionnaire has been expanded considerably, and the barometer replaced by an analysis sheet. Alternative methods of gathering information on staff satisfaction are also described. The number of examples in Section 2 has been reduced, general lessons and principles are drawn from the examples and checklists introduced to help prompt the responses. Section 3 has been made more practical, and Section 4 shortened slightly. As recruitment is covered in the companion self-study unit *Getting the Right Staff*, the fifth section has been dropped. *Staff Retention*, which was originally written by Jennifer Murray, draws extensively on research conducted by the Institute of Manpower Studies in 1988 *Good Human Resourcing Practices in Tourism and Leisure*, commissioned by the HCTB and the National Economic Development Office.

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STAFF RETENTION

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HOW TO USE THIS UNIT

Staff Retention is based on the view that problems in staff recruitment and retention are directly linked to the level of job satisfaction. There are four sections. Section 1 will enable you to conduct a survey to find out how satisfied your staff are with their jobs. Sections 2, 3 and 4 consider the main factors which influence job satisfaction at work, and invite you to use the results of your survey and your knowledge of how your own establishment is run as a basis for making appropriate changes to improve job satisfaction. Examples are given throughout of how other companies are trying to solve the problems of staffing, and you are invited to draw your own conclusions as to whether similar methods could be successful in your own department or establishment.

Readers are encouraged to make and note down their own conclusions in the action panels which cover each major point. Suggested answers or other relevant findings are given on the following page.

INTRODUCTION

The hotel and catering industry is one of the largest employers in Britain, and it is expanding. Many new jobs are being created, and staff have to be found to take them. On the face of it, this gives an encouraging picture of the industry. But in reality managers are experiencing difficulties in attracting people to take up jobs, and to stay in them once recruited. Problems may include:

- poor response to job advertisements
- rapid turnover of staff
- lack of commitment by staff to the job.

Some of the problems are due to the nature of the industry itself. For instance many jobs are on a seasonal basis offering little security, or they are part-time. Working hours are often long, with split shifts. Other problems are due to outside factors, such as the fall in the number of young people entering the job market, and increased competition for staff from other service industries like retailing.

The fact that the industry is expanding, especially in the tourism and leisure areas, and is likely to continue to do so, means that more staff will be needed than ever before. So, if the industry is to remain competitive, it is all too clear that there is an urgent need for major improvements in the way staff are recruited and retained.

SECTION 1
How staff view their work

After completing this section you will be able to:

- use a questionnaire and carry out a survey to find out the attitudes of your staff to their work
- conclude from these findings the factors which need changing in order to improve job satisfaction.

STAFF RETENTION

The more satisfied staff are with their work the more likely they are to stay in the job and perform the tasks required in a more satisfactory way.

Make a list below of what you consider could affect the level of job satisfaction at work.

Some of the key factors affecting a person's job satisfaction are:

WORKING CONDITIONS
The standard and condition of the equipment provided for carrying out the job, the working environment, the hours of work, the accommodation provided for living-in staff.

RELATIONSHIP WITH SUPERVISOR
How approachable the employee finds the supervisor, and how well the job of managing staff is done.

RELATIONSHIPS WITH COLLEAGUES
Working relationships between the employee and others in the same department and different departments.

BENEFITS
How well informed the employee feels about the non-monetary or fringe benefits of the job, such as staff meals, pension schemes, maternity leave, rest-room facilities, and whether these are satisfactory.

INTEREST AND VARIETY
Whether the employee feels there is enough variety in the job, and whether he or she would like more responsibility.

PAY
Whether the employee believes the pay is satisfactory for the work done, and whether he or she believes a similar job could be found elsewhere for better money.

RECOGNITION AND PROMOTION
To what extent the employee feels his or her work is appreciated, whether the work utilises the employee's skills, and whether the employee feels there is sufficient opportunity for promotion.

TRAINING
Whether the employee feels that his or her training is adequate – on first joining the organisation, for the job currently held, and for further development.

No two establishments or companies are exactly the same, and although research has shown that the above factors generally have a major influence on job satisfaction, it is essential to find out what your own staff think about their jobs. There is no point in making changes based purely on what other establishments have done, or on what *you* think staff want. The most reliable method of finding out is by asking your staff.

One way of doing this systematically is by using a questionnaire. A questionnaire has certain advantages:

- It enables you to put the same set of questions to all your staff and analyse their responses systematically.
- If your establishment is large enough, you can compare results between different sections or groups of employees.
- The replies can be kept anonymous, making it more likely that you will get honest responses.

In very small establishments a questionnaire may seem inappropriate and other methods may have to be used to gather information. These are discussed later in the section, and you will have to decide what is most appropriate for you.

But first look at an example of a questionnaire. The questions incorporate all the key factors contributing to job satisfaction or dissatisfaction, as described above.

QUESTIONNAIRE

Please tick the box which best describes how you feel about each of the following statements.

	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
1. There is a happy atmosphere where I work.	☐	☐	☐	☐	☐
2. The conditions where I work are comfortable.	☐	☐	☐	☐	☐
3. My supervisor is always too busy to talk to me.	☐	☐	☐	☐	☐
4. The establishment I work for looks after its employees.	☐	☐	☐	☐	☐
5. I am happy with my job.	☐	☐	☐	☐	☐
6. I would like my supervisor to involve me more in decisions about my work.	☐	☐	☐	☐	☐
7. The appliances/equipment I need for my job are usually in good working order.	☐	☐	☐	☐	☐
8. I think the benefits provided where I work are good.	☐	☐	☐	☐	☐
9. I could not get a similar job somewhere else for better pay.	☐	☐	☐	☐	☐
10. The accommodation provided for me is satisfactory. (Only answer if you live-in.)	☐	☐	☐	☐	☐

	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
11. My pay is satisfactory for the work I do.	☐	☐	☐	☐	☐
12. I would like more variety in my job.	☐	☐	☐	☐	☐
13. I think my supervisor does a good job.	☐	☐	☐	☐	☐
14. In my job I do not have the opportunity to make the best use of my skills.	☐	☐	☐	☐	☐
15. I would like to work more closely with other people.	☐	☐	☐	☐	☐
16. My job is important to the success of the establishment.	☐	☐	☐	☐	☐
17. I think I deserve more pay than some people in the same job as me.	☐	☐	☐	☐	☐
18. I was well looked after during my first few weeks at this establishment.	☐	☐	☐	☐	☐
19. The people in my department work well together as a team.	☐	☐	☐	☐	☐
20. There is a poor relationship between employees in different departments where I work.	☐	☐	☐	☐	☐
21. The hours I am required to work are very inconvenient to me.	☐	☐	☐	☐	☐

	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
22. The job training I have had where I work now is thorough.	☐	☐	☐	☐	☐
23. I would like to have more opportunity for promotion.	☐	☐	☐	☐	☐
24. I get enough information about the benefits provided where I work.	☐	☐	☐	☐	☐
25. I would like to be trained to develop new skills.	☐	☐	☐	☐	☐
26. I would like more responsibility in my job.	☐	☐	☐	☐	☐

You may want to modify the questionnaire to obtain additional information from your staff. For example, below question 9 you may want to ask: "If you disagree what type of alternative work could you find?" You may need to find out variations in attitude depending on department, length of service, age, or seniority. If so you should code each questionnaire with, say, an arbitrary letter (supervisors' questionnaires could be marked with the letter B, for instance) so that respondents are confident they will remain anonymous. You should never ask for names of respondents.

Before handing out the questionnaires for everyone to complete, it is a good idea to try it out first on a few of your staff, so that any wording they find confusing or ambiguous can be changed.

HANDING OUT THE QUESTIONNAIRES

Once you are happy with the questionnaire, staff can be informed that you are seeking their help to find out how satisfied they are at work. One way of doing this is to get staff together in a group so you can explain personally why you want this information. If staff believe their job satisfaction will be enhanced as a result they are more likely to co-operate. You may want to think carefully about the best way to explain what the establishment or company wants to get out of the venture. Otherwise staff may get the impression that they are going to be expected to work harder with no extra reward. An important point to stress is that both employees and establishment should benefit. Staff should be assured that the information they give will be anonymous, and not used for any other purpose. They can be encouraged to fill in the questionnaire on their own, rather than with colleagues, to avoid influencing each other's answers. Once the questionnaires have been distributed staff can be given the chance to put any queries, and a deadline and place for the return of the questionnaires given.

ANALYSING THE INFORMATION

Each statement has five possible responses:

- Strongly agree
- Agree
- Undecided
- Disagree
- Strongly disagree.

By going through the individual questionnaires and adding up the total number of answers in each category you will find out the number of people who feel satisfied, dissatisfied, or unsure about the aspect of their work covered by the statement. These totals are best expressed as percentages; indeed this is essential if you want to compare results between departments, job type, length of service, and so on.

The analysis sheet illustrated on the next two pages will enable you to record first the actual number of responses in each category, and then express this as a percentage of the total responses.

QUESTIONNAIRE ANALYSIS SHEET

		Strongly agree	Agree	Undecided	Disagree	Strongly disagree
WORKING CONDITIONS						
7. The appliances/equipment I need for my job are usually in good working order.	No.					
	%					
2. The conditions where I work are comfortable.	No.					
	%					
10. The accommodation provided for me is satisfactory.	No.					
	%					
21. The hours I am required to work are very inconvenient to me.	No.					
	%					
RELATIONSHIP WITH SUPERVISOR						
3. My supervisor is always too busy to talk to me.	No.					
	%					
6. I would like my supervisor to involve me more in decisions about my work.	No.					
	%					
13. I think my supervisor does a good job.	No.					
	%					
RELATIONSHIPS WITH COLLEAGUES						
1. There is a happy atmosphere where I work.	No.					
	%					
19. The people in my department work well together as a team.	No.					
	%					
20. There is a poor relationship between employees in different departments where I work.	No.					
	%					
BENEFITS						
4. The establishment I work for looks after its employees.	No.					
	%					
8. I think the benefits provided where I work are good.	No.					
	%					
24. I get enough information about the benefits provided where I work.	No.					
	%					

		Strongly agree	Agree	Undecided	Disagree	Strongly disagree
INTEREST AND VARIETY						
5. I am happy with my job.	No.					
	%					
12. I would like more variety in my job.	No.					
	%					
15. I would like to work more closely with other people.	No.					
	%					
26. I would like more responsibility in my job.	No.					
	%					
PAY						
9. I could not get a similar job somewhere else for better pay.	No.					
	%					
11. My pay is satisfactory for the work I do.	No.					
	%					
17. I think I deserve more pay than some people in the same job as me.	No.					
	%					
RECOGNITION AND PROMOTION						
14. In my job I do not have the opportunity to make the best use of my skills.	No.					
	%					
16. My job is important to the success of the establishment.	No.					
	%					
23. I would like to have more opportunity for promotion.	No.					
	%					
TRAINING						
18. I was well looked after during my first few weeks at this establishment.	No.					
	%					
22. The job training I have had where I work now is thorough.	No.					
	%					
25. I would like to be trained to develop new skills.	No.					
	%					

From the example below, showing how 20 staff might have responded to question 12, calculate the percentages who

- *Strongly agree*
- *Agree*
- *Are undecided*
- *Disagree*
- *Strongly disagree*

and write these in the appropriate columns directly below the actual numbers.

		Strongly agree	Agree	Undecided	Disagree	Strongly disagree
12. I would like more variety in my job.	No.	5	4	3	6	2
	%					

		Strongly agree	Agree	Undecided	Disagree	Strongly disagree
12. I would like more variety in my job.	No.	5	4	3	6	2
	%	25%	20%	15%	30%	10%

Percentages should be expressed to the nearest whole number. For example, 34.4% becomes 34% and 34.5% becomes 35%.

Now consider your own questionnaire. When staff have completed and returned these, add up the responses in each category and enter the totals on the analysis sheet. (It may be useful to first photocopy the sheet.) Starting with question 1 add up the number of *Strongly agree* responses and enter the number in the first column. Enter the total of *Agree* responses in the second column, and so on for *Undecided*, *Disagree* and *Strongly disagree*. Do the same for each of the 26 questions. When you have entered all the totals calculate the percentage in each case. Your analysis sheet will begin to look something like this:

WORKING CONDITIONS	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
7. The appliances and equipment I need for my job are usually in good working order.	5 25%	7 35%	2 10%	3 15%	3 15%
2. The conditions where I work are comfortable.	6 30%	6 30%	3 15%	3 15%	2 10%
10. The accommodation provided for me is satisfactory.	1 5%	4 20%	4 20%	6 30%	5 25%
21. The hours I am required to work are very inconvenient to me.	8 40%	5 25%	2 10%	3 15%	2 10%

You have now calculated all the results. The next step is to find out what they mean, in other words what they tell you about the level of job satisfaction in your workplace.

You will have noticed that the questions on the analysis sheet have been grouped under headings such as WORKING CONDITIONS, RELATIONSHIP WITH SUPERVISOR – the factors affecting job satisfaction which were noted at the beginning of this section. Grouping questions which relate to the same aspect of job satisfaction in this way will help you analyse your results and pinpoint the area in your own establishment where changes to increase job satisfaction may be necessary. It is particularly useful for making links and comparisons between results grouped together. For example, under PAY, employees may feel that their pay is unsatisfactory and yet not think they could get a similar job elsewhere for more money. This does not alter the fact that they are dissatisfied about pay.

Study the percentages given in the example on page 15 covering WORKING CONDITIONS *and note below what they indicate about staff attitudes in this area.*

The analysis shows that 60% of employees consider that equipment is generally in good working order, with 10% undecided. This is a generally favourable result but ways should be sought to improve on it. A breakdown into departments may show significant differences and help to pinpoint problems. 60% also feel that conditions are comfortable, with only 25% disagreeing. This contrasts with the feelings about accommodation, which only 25% consider to be satisfactory, and 55% positively feel that it is not. This is clearly an area which needs tackling if live-in staff are going to be retained. Working hours are also a problem, with 65% finding them inconvenient and 40% feeling this strongly. This must be made a priority and some of the answers which could be considered are discussed in the next section.

You can proceed in this way through each of the headings in the questionnaire, and by looking carefully at the figures pick out the areas for priority attention. Don't forget to take note of the *Undecided* figure. For instance, in the example just considered, 20% are undecided about accommodation. A slight move in feeling amongst these towards *Disagree* could make the figures look even worse.

When your own questionnaires have been completed and you have recorded the percentages on the analysis sheet, go through each of the questions in this way and make some notes of the pattern of job satisfaction in your establishment. Then pick out your main problem areas and consider what could be done to improve the situation. It will take some time but it will be worth it if you can improve satisfaction levels and, thereby, improve your staff retention.

Remember, that you can't do everything at once, so select your priorities for action. These will take account of how serious the problem is and also what it is feasible to do in the short term.

Important. Your employees have co-operated with you in this exercise. They will expect to see some action result, and they are entitled to know what the analysis has revealed. Once you have put together your plan of action you should inform them what is going to happen. This could be done in groups, as when the questionnaires were handed out. You will be seen to be keeping faith with them, and this in itself will make a contribution to satisfaction; failure to act on the questionnaire will cause resentment and mistrust and will damage the very thing you are trying to improve.

At the start of this section the two big advantages of questionnaires were stated:

- because they are standardised, you can calculate percentage responses and make comparisons
- they ensure the anonymity of the respondents.

However, if yours is a very small establishment this may not be the case. Percentages of very low numbers do not have a great deal of significance. To describe one person out of two as 50% is not helpful (although arithmetically correct); it remains one individual rather than any sort of a trend. It is also difficult to ensure anonymity. If there are, say, only two people in a department it may be glaringly obvious which questionnaire belongs to which person – and they will know this.

You must, therefore, consider whether a questionnaire is appropriate for your establishment. If not, you will need to find an alternative way of obtaining the necessary information.

Note down below some possible ways of obtaining information on job satisfaction without using a questionnaire.

These are some of the possibilities you may have considered:

- talking informally to staff
- periodic meetings to discuss staff issues
- feedback from supervisors
- suggestion box
- exit interviews

Let's consider the pros and cons of these alternatives.

If yours is a small establishment you should make a point of knowing your staff and talking to them whenever you can. They are unlikely to be as open in criticism to your face as on a questionnaire, but it is often possible to read between the lines and get a feel for what people are thinking.

Meetings of staff can be useful because they provoke discussion, but they need a focus. If you think there may be a need to make certain changes to improve job satisfaction, then put together some proposals to present at a meeting and get staff to comment. These could relate to working hours, shift patterns, training, job rotation, for example. (Some areas, such as relationships, would not lend themselves readily to this sort of open discussion.) Feedback from the meeting will give you an idea what people feel. This approach means you have to initiate ideas to prompt a response.

Your supervisors may be closer to your staff than you are. Staff may talk more readily to them and they may be able to give you useful information on satisfaction levels. Make sure you discuss this with them positively – they must not be used as informers. And don't forget that the satisfaction of the supervisors themselves is part of the picture.

A suggestion box should not be relied on for a wealth of information and will miss many areas altogether, but it may throw up the occasional indicator and nothing is lost by having one. (It also has the merit of showing you are receptive to ideas, which may itself contribute to what you are trying to achieve.)

Exit interviews can be very informative. Always try to have a brief interview with an employee who is leaving, to discover the reason. It may not be the one which was quoted when the notice was handed in; it may be a combination of several. You can be quite open about the point of the interview – because you want to keep staff instead of losing them – and most employees will be more open at this stage than previously. If you can persuade leavers to be open with you this information is invaluable – it relates to actual and not just potential leavers.

In a very small establishment you should be able to get close enough to your staff to learn a lot about what they feel, provided you encourage them to talk, and provided you listen. The areas you are interested in will be the same as those investigated by the questionnaire, but your problems will be more individual. You will not be dealing with the attitudes of, say, '50% of the staff' but with the feelings of Fred and Hilda, or Sharon and Mark.

Now consider your own establishment and what method of gathering information will be best for you. If it is to be a questionnaire, think about the timing and how you will introduce it. If not, think about the most appropriate alternatives. Make some notes below of how you plan to conduct your survey.

Sections 2, 3, and 4 invite you to look at three main areas where changes can be made to increase job satisfaction. They are:

- Conditions of the job
- Management of staff
- Job design.

All these areas are dealt with in the questionnaire and grouped under appropriate headings in the analysis sheet. Although the factors covered under these headings are interdependent – for instance 'I would like more responsibility in my job' relates both to INTEREST AND VARIETY and to RECOGNITION AND PROMOTION – they are linked for the sake of clarity to the most relevant area.

Section 2 Conditions of the job covers: WORKING CONDITIONS, PAY, BENEFITS, RECOGNITION AND PROMOTION, and TRAINING.

Section 3 Management of staff covers: RELATIONSHIP WITH SUPERVISOR and RELATIONSHIPS WITH COLLEAGUES.

Section 4 Job design covers: INTEREST AND VARIETY.

Because of the interdependence mentioned above, it follows that an improvement in any one of these areas could affect more than one aspect of job satisfaction. Equally, however, any aspect of job satisfaction may need tackling in more than one way.

Each section includes examples of how other hotel, catering, leisure and tourism establishments have made changes in these areas to improve job satisfaction. These are intended to give you some ideas which can be adapted to suit your own establishment.

SECTION 2
Conditions of the job

After completing this section you will be able to:

- state how promotion and training procedures can influence staff retention
- state how pay, benefits and working conditions can influence staff retention
- draw some conclusions as to how changes in these areas can best be made to improve staff retention and recruitment in your own establishment.

RECOGNITION/PROMOTION AND TRAINING

The standard practice to gain experience and promotion in hotel and catering work is to move between establishments, with the result that the best staff are frequently lost. If the opportunities for promotion and training within an establishment are good then staff are less likely to leave, and new recruits will be encouraged by its good reputation for training and job development. Staff retention and recruitment can be improved in various ways:

Promotion procedures Good promotion prospects encourage quality staff to remain and new recruits to join the establishment. Promotion procedures need to be linked with appropriate training programmes so that staff are prepared for their new positions. In smaller establishments where opportunities for promotion are rare, alternative methods of recognition may have to be adopted.

Grading structures These can be introduced to recognise and reward those who do their job well. Properly administered grading structures encourage staff to stay and improve at their jobs and perhaps to seek promotion by setting out clearly and fairly what the financial rewards will be. In this way staff know that they are being treated in the same way as their colleagues. Training for managers in how to assess employees may be necessary. Smaller establishments where the chances of promotion to another job are few, may find that specific salary bands within each grade are useful for encouraging staff retention and recruitment.

Training for the job Training to improve performance may be done in-house or by a combination of in-house and day release, according to circumstances. Where day release is used it must always be supplemented by planned training on-the-job. Large organisations often use consultants to devise special in-house training packages. This may not be cost effective for smaller organisations. Adapting existing training packages to suit your particular circumstances is a practical alternative, and where higher level training is required this can be done through appropriate distance (open) learning. Simple induction training should be within the scope of even the smallest establishment.

Training for promotion If the new position is in the same field, for instance trainee receptionist to receptionist and then to head receptionist, training can be given while staff are in their original job. If transfers to another field are made available, say from waiting staff to receptionist, training will probably be while in the new job. The advantage of making it possible for staff to transfer in this way results in a more flexible workforce which can easily move across from job to job if desired. Training for promotion and transfers, both on and off-the-job, need not be restricted to large employers. Although costs can be initially high the payback in terms of staff standards and high level of retention can make it not only worthwhile, but essential in encouraging staff to say. Note: flexibility in the workforce will need to be taken account of in the payment system. (Pay, benefits and working conditions are dealt with later in this section.)

Here are some examples of how certain companies have tackled these issues of grading, promotion, and training, to demonstrate to employees that they are being treated fairly and to provide an incentive to them to stay with the company.

> The Grapevine Hotel, a smaller organisation for which it would not have been cost effective to spend vast amounts on training and job development, sent two chefs, whom the owner was keen to keep, on day release courses and brought in a consultant to train other staff in practical skills and customer care. Retraining within the organisation was also used to fill difficult positions, for instance a waitress was promoted and trained as a receptionist. The owner recognises that, once trained, staff may move elsewhere, but without such opportunities the chefs, for example, would definitely move on.

This example shows what is possible, even in small companies. Releasing key staff, such as a chef, is difficult, but it can be done. The inconvenience is likely to be less than the inconvenience of finding a replacement. Many employees have the ability to do different jobs, so don't 'type-cast' them in their present jobs; from waitress to receptionist is just one example.

At De Vere's departmental heads are trained to identify training needs, for instance through careful assessment of staff performance, and details are sent to head office which provides most of the courses. Head office produces a booklet for managers which includes details of courses available, reminders on how to identify training needs, and an explanation on how to brief and debrief participants so that they get more out of a course. For instance, before going on a course staff needed to know the reason and what the aim was. Afterwards, through debriefing, ways of improving the course could be discussed and implemented, and employees given help in finding ways to put their new skills into practice.

This is a large company example but it illustrates important principles which can be applied, in one way or another in any establishment:

- the value of knowing staff's abilities and potential
- awareness of what training courses are available. The HCTC can help here
- encouraging supervisors to assess their staff systematically, helping them with the criteria to use. Developing a climate in which they are constantly alert to look for training needs
- fitting training courses into a plan – briefing beforehand about the purpose, follow-up and implementation afterwards, making sure that what has been learned is put to use.

At Gleneagles promotion is decided by the head of department and the personnel manager. Applicants are interviewed and those selected for promotion are prepared for their new job over the winter when the hotel is closed.

Not many establishments will close totally for the winter, but the principle applies. If you have seasonal peaks and troughs, or even weekly, depending on your type of business, take advantage of the slacker periods to do some training. It is not unknown these days for businesses to close one day per week over a short period for training to be carried out, but this does depend on the type of business you are in.

Grand Metropolitan Retailing felt that training their staff simply to do the job better would not adequately satisfy employee's needs for personal development and recognition. The company decided that a grading scheme, offering promotion and higher pay might be appropriate. Several schemes were piloted in different pubs. The scheme finally selected was based on staff being able to perform tasks obviously necessary for the job. Staff could seek regrading when they felt they could perform the tasks required for the next grade. Assessment was done by their manager.

This scheme provides for grading, which gives rewards to employees in their present jobs and also encourages them to prepare for possible promotion. This approach could work perfectly well in a smaller establishment. Note that the scheme was piloted before being introduced. It is always worthwhile running a scheme for a trial period before introducing it permanently.

Having looked at some general principles, and considered some examples of what other companies have done, let's now look at what possibilities exist in your own establishment for improving job satisfaction in these areas. On the following pages you will find checklists of factors for you to consider, particularly in the light of the responses to your questionnaire.

PROMOTION PROCEDURES

1. Do you consider your own staff first when a vacancy occurs?
2. Do you advertise vacancies internally before going outside?
3. Have you made an assessment of the promotion potential of each of your staff?
4. What percentage of your present staff have been internally promoted?
5. How many internal promotions have there been in the last 12 months?
6. Do you take account of promotion potential when you appoint new staff?
7. Do you discuss promotion prospects with new applicants?
8. Do you have training plans to prepare people for promotion?
9. Do staff understand the promotion policy of your establishment?
10. How many staff say in the questionnaire that they would like more promotion opportunity?
11. What can you do about this?
12. Do you know which departments they are in?

Consider carefully the questions on the checklist, and refer back to the answers you received on your questionnaire. The questions which are particularly relevant to this issue are 5, 14, 23 and 25. Note down below any ways in which you think your promotion procedures could be improved.

GRADING STRUCTURES

1. Do you have any form of grading structure in your establishment?
2. If so, does it reflect
   - performance in present job?
   - additional skills?
   - qualifications?
   - length of service?
   - flexibility?
3. Which of these should be reflected?
4. If you do not have a grading structure would it be possible to introduce one?
5. What problems would it cause?
6. How could these be overcome?
7. How could performance be assessed for different categories of staff?
8. Who should do this?
9. Would staff need to be trained to carry out assessment?
10. Do staff say in the questionnaire that they deserve more than others in the same job?
11. Might this feeling be justified?
12. Would a grading system help?

Consider carefully the questions on the checklist, and refer back to the answers you received on your questionnaire. The questions which are particularly relevant to this issue are 11 and 17. Note down below any ways in which you think a grading system might help, and what form it might take.

TRAINING FOR THE JOB

1. Do you have an induction programme:
   - for the first three days?
   - for the first two weeks?
2. Is it carried out for all new recruits?
3. Do all staff understand their responsibilities for induction?
4. Do staff say in the questionnaire that they were well looked after during the first few weeks?
5. If not, why not?
6. Do all new employees have a training programme?
7. Do staff say in the questionnaire that training for their present job was thorough?
8. If not, why not?
9. Do you assess progress systematically?
10. Do you have any trained trainers?
11. Do staff carrying out training understand what is expected of them?
12. Is there one person in the establishment with overall responsibility for training?
13. Do you use any standard training packages?
14. Have you considered using Caterbase for craft level staff?
15. Do you use short or day release courses?
16. Are there any courses relevant to your needs which you could use?
17. Would you have problems of cover if employees attended day release?
18. How could these be overcome? (Consider, for example, more flexible workforce, part-time staff. Ask yourself what you would do if the employee were off sick.)
19. Do you use any distance learning (self-teaching) packages?
20. Have you contacted HCTC to find out what is available?

Consider carefully the questions on the checklist, and refer back to the answers you received on your questionnaire. The questions which are particularly relevant to this issue are 18 and 22. Note down below any ways in which you think the job training in your establishment could be improved.

TRAINING FOR PROMOTION

1. Do you have a way of identifying training needs for trainees who are to be promoted?
2. Do you start the training required early enough for anticipated promotions?
3. Do you train employees in more than one job, for flexibility?
4. Do staff say in the questionnaire that they would like to develop new skills?
5. How can you meet this need?
6. Can you meet it by training for flexibility?

Consider carefully the questions on the checklist and refer back to the answers you received on your questionnaire. The questions which are particularly relevant to this issue are 5, 14, 23 and 25. Note below any ways in which you think training for promotion could be improved.

PAY, BENEFITS AND WORKING CONDITIONS

Levels of pay, fringe benefits such as pension schemes, and the conditions in which employees work can all be altered to improve staff recruitment and retention.

Pay and benefit levels Good pay and benefit levels attract and keep staff. However fringe benefits are more useful for keeping employees than attracting new recruits who at this stage are more interested in good pay. It is important that pay and benefits are kept at a competitive level, and reflect the priorities of those who receive them.

Payment systems Length of service payments and bonuses can be introduced to encourage staff to stay. Bonuses are particularly useful where staff tend to leave during a particular period because they can be paid only after this time. It is important that payment systems are seen to be fair or dissatisfaction will arise, possibly increasing the rate at which staff leave their jobs.

Holiday systems If holidays are allowed to accrue they are often seen as an inducement to leave. It is better to implement a system where holidays cannot mount up to this extent.

Hours/shift systems A major reason for recruitment and retention problems is the long or unsocial hours worked by many employees, especially in hotels, catering, leisure and tourism. Working long hours can also reduce standards of service. It is possible to reduce the number of hours employees work, and the need to organise complex shift rotas to achieve this can in many cases be avoided by a mixture of full and part-time jobs. Split shifts can sometimes be eliminated by having a flexible workforce which moves between jobs. However there may be resistance from those staff who wish to concentrate on their chosen career path or from those who see other jobs as having lower status and levels of satisfaction. An alternative method may be to make greater use of part-time staff, or consider annual hours contracts, particularly where the jobs are seasonal.

Here are some examples of how certain companies have tackled these issues of pay, benefits, and hours, to improve staff retention.

Benefits

At Grand Metropolitan Retailing an improved benefits package was introduced in response to staff demand for more security of income, and to demonstrate that the job was 'a decent job'. All staff with more than six months' service received a contributory pension, discount on some of the company's products, and sick pay. Part-time as well as full-time employees were given the benefits because part-timers were considered as valuable as full-timers. The package was well publicised internally since staff had been found to be unaware of the company's benefits, and thought they were poor in comparison to other employers. As this was not the case publicity was expected to improve staff's image of the job and help to retain longer serving employees.

This approach can, in principle, be adopted by any establishment, the extent depending on individual circumstances.

Note the recognition given to part-timers. If you use them in your establishment they are a vital part of your workforce.

Staff must be fully informed of all benefits offered.

Hours

In some areas where recruitment was particularly difficult Beefeater found that one of the causes was that only 16 hours of work were guaranteed per week. Many potential recruits wanted to work longer hours than this, and when Beefeater increased these to 20 per week recruitment became easier.

Granada Studio Tours which is open for over 12 hours a day during the summer deliberately set out to keep working hours low. The company instigated a shift system in which both full and part-time employees work variable hours, but shifts are rarely long. Full-timers have two days off a week, including one at weekends. Individuals work fewer hours in the week, and most jobs are covered by three people, with the result that working standards have improved. A rota is displayed on a notice-board the Thursday before the new week. Problems in implementing this system in other leisure attractions could arise if the opening hours mean long overlaps of staff, if there is difficulty in finding new recruits, or if employees are resistant to working variable hours.

These are big organisations but the principles apply generally.

Note that, in some cases, hours can be too short as well as too long. This is really a matter of providing sufficient earning opportunity.

Part-timers can help to make shift or rota systems more practicable.

Coverage of jobs by several people requires a flexible workforce – and implies training, but this should be seen as an investment.

If shifts or rotas are variable, adequate notice must be given to employees affected.

Note also the potential problems. Changes in systems should be thoroughly discussed with staff beforehand, and a pilot period is advisable with a review after a specified time.

On the following pages you will find further checklists of factors for you to consider, particularly in the light of the responses to your questionnaire.

PAY AND BENEFIT LEVELS

1. Are your pay levels comparable with your competitors?
2. If you do not know how could you find out?
3. Do staff say in the questionnaire that the pay is satisfactory?
4. Do you know if there are differences between departments and grades?
5. Do staff say in the questionnaire that they could get a similar job for better pay?
6. Does this, in fact, happen?
7. If so, could you improve pay levels?
8. What extra benefits do you offer for instance:
   - superannuation?
   - sick pay?
   - uniforms?
   - rest room facilities?
   - transport to and from home?
   - meals on duty?
9. Do staff say in the questionnaire that benefits are good?
10. If not, what other benefits could you offer?
11. Do staff say in the questionnaire that they have enough information about benefits?
12. If not, what action are you going to take to inform them?

Consider carefully the questions on the checklist, and refer back to the answers you received on your questionnaire. The questions which are particularly relevant to this issue are 8, 9, 11 and 17. Note down any steps which you could take to improve pay and benefit levels.

PAYMENT SYSTEMS

1. Do you have any bonus systems, for example for:
   - length of service?
   - performance?
   - qualifications?

   (Note, this will link in with grading systems.)
2. Does your pay system provide adequate differentials to encourage progress and improvement, for example for supervisors?
3. Do you provide paid holidays?
4. Do you pay sick pay?
5. If not (to questions 3 and 4) why not? What problems would these cause?
6. How could these problems be overcome?
7. Do staff say in the questionnaire that they deserve more pay than some others in the same job?
8. Is this justified?
9. If so, what changes to the payment system could improve the position?

Consider carefully the questions on the checklist, and refer back to the answers you received on your questionnaire. The questions which are particularly relevant to this issue are 9, 11 and 17. Note down any ways in which you think your payment system could be changed to improve satisfaction levels.

HOLIDAY SYSTEMS

1. Do holidays accrue for staff in your establishment?
2. If so, do you think this acts as an inducement to leave?
3. How could you alter your system to get rid of this?
4. To what extent can staff take holidays at times to suit their own convenience?
5. Could these arrangements be made more flexible?
6. Do you provide paid holidays?
7. If not, what problems would this cause.
8. How could these be overcome?

Consider carefully the questions on the checklist, and refer back to the answers you received on your questionnaire. Note down any ways in which you think your holiday systems could be improved.

HOURS/SHIFT SYSTEMS

1. Do staff say in the questionnaire that they find the working hours inconvenient?
2. Do you know in what way they are inconvenient, for example:
   - too long?
   - too short?
   - unsocial times?
   - awkward rotas?
   - travel difficulties?
3. Could you introduce different shift or rota systems?
4. Could you make more use of part-time staff?
5. Would this require a more flexible workforce?
6. Can you provide the training to develop flexibility?

Consider carefully the questions on the checklist, and refer back to the answers you received on your questionnaire. The question which is particularly relevant to this issue is 21. Note down any ways in which you think that different hours or shift systems could improve retention.

WORKING CONDITIONS

1. Are there any parts of your establishment where the working conditions are unpleasant because of, for example:
   - heat?
   - cold?
   - humidity?
   - noise?
   - tobacco smoke?
2. Is there any way in which these conditions could be improved?
3. Are there any areas where staff find it difficult to work because of overcrowding, lack of space?
4. Could you do anything about this?
5. Do staff say in the questionnaire that their appliances/equipment are often not in good working order?
6. What should you be doing about this?
7. Do any staff suffer particular problems with customers - for instance offensive/drunken behaviour?
8. Can anything be done to lessen this problem?
9. Do live-in staff say in the questionnaire that their accommodation is comfortable?
10. If not, what steps could you take to improve it?

Consider carefully the questions on the checklist, and refer back to the answers you received on your questionnaire. The questions which are particularly relevant to this issue are 2, 7, and 10. Note down below any action you could take to make the working conditions of your staff more acceptable.

SECTION 3
Management of staff

After completing this section you will be able to:

- state what motivates people at work
- describe how your style of management can influence the way staff do their work.

STAFF RETENTION

Relationships among staff – both within and between departments – and relationships between staff and supervisors, are key factors in job satisfaction and, therefore, in staff retention. This section looks at how the way in which staff are managed can affect satisfaction.

Read the following case study, and consider what Janet is doing to motivate her staff and increase their job satisfaction. Note down on the opposite page the key features of Janet's supervisory style.

Janet is head waiter at a four-star hotel. She prides herself on having stable staff, well trained in technical and social skills. She places emphasis when recruiting staff on the personality of the applicant rather than on technical skills because she believes these can be learnt more easily than social skills. She works a long day, believing that she cannot ask staff to work long hours if she is not prepared to do so herself.

When Janet comes on duty she checks that the staff have arrived, and then uses the quiet period before service to roster the staff for the following week. Janet does this by looking at the planned business for the week, and takes into consideration any special requests from staff for particular days off. She always tries to keep overtime down to a minimum. On this particular day one of the waiters phones in to say that he will be late because his car has broken down. Janet calls the staff together and shares out the extra work among them, and there are no complaints.

When the restaurant begins to get busy Janet goes to supervise the service. She keeps a careful eye on a trainee, showing her how to do the tasks required whenever there is a quiet moment. After the session Janet calls her staff together for the usual weekly meeting. She uses these meetings to discuss future business and the results achieved the previous week, and encourages ideas from the staff for increasing revenue and profit.

One waitress has handed in her notice and Janet discreetly discusses with her the reasons for her decision. She always uses such information to try and improve situations that her staff may be unhappy about.

These are some of the features which you should have picked out from the case study which distinguish Janet's style of supervision:

She sets an example.
A good supervisor will not place demands on his or her staff which he or she is not also prepared to meet. Because staff are required to work long hours, Janet also does so. Both supervisors and managers need to command the respect of staff and this will only come if they set high standards for themselves – in punctuality, working hours, appearance and manner, quality of work, and so forth. A supervisor who does not care will have staff who do not care.

She treats staff as individuals.
Janet takes into account individual requests from staff when planning her work roster. This always makes things a bit more difficult – it is easier to work out a standard plan and expect people to fit in – but it will be appreciated. There is a limit to how far individual needs can be accommodated, and it is important to be fair to all. Staff, however, will respond favourably if they are treated as individuals with individual needs.

She trains.
Janet is taking the trouble to supervise and help a trainee. The importance of training is dealt with fully in Section 1.

She consults and involves staff.
Janet has a weekly meeting with her staff, discussing both performance over the past week and plans for the forthcoming week. This gives the staff feedback on how things are going and keeps them in the picture about what is coming up. It means that if things are going well, praise and encouragement can be given; if there are problems they can be raised and talked about. Also, staff are not being kept in the dark about what is going to happen. Note, too, that suggestions are encouraged, so that staff can feel involved in efforts to improve performance. This has both a practical value – staff often come up with useful ideas – and a psychological value because people feel a greater sense of worth if their ideas are considered. The meeting format also helps to encourage the sense of working as a team.

She investigates problems.
Janet is making use of the exit interview, referred to in Section 1, to discover reasons for leaving and perhaps, therefore, causes of dissatisfaction, so that she can take steps to tackle these. A willingness to uncover problem areas and face up to them is the first step towards improvement.

Much has been written about what motivates staff and some theories are dealt with in detail in the self-study unit *Leadership and Motivation*. In practical terms, however, supervisory and management style should be trying to meet staff needs:

- to be treated as individuals
- to be informed – a communication need. To have feedback on performance and information relevant to the job
- to be consulted, to be involved in decisions about their jobs
- to be treated fairly, both in respect of the work they do and in relation to other staff
- to be trusted and treated responsibly, not to be 'over-supervised'
- to be given high standards to aim at. Slackness and tolerance of poor work does not breed satisfaction
- to feel part of a team with a common purpose
- to feel that the job they do matters, and that their work is appreciated.

The following pages look at some of the things which can be done to help meet these needs among the staff in your establishment.

Treating staff as individuals

No two people are alike, although everyone has certain basic needs in common. Staff will respond to different approaches – some will need more encouragement and praise, some will need firmer handling; some will have a greater need to work closely with other people; some will be more ambitious and keen to progress; domestic circumstances will vary, affecting the response to shift systems, working hours and so forth. The good supervisor will get to know his or her staff personally and will be flexible in approach.

Communication

This is often neglected. In too many establishments staff do not get enough feedback on their own performance, or enough information about the establishment itself, its policies, impending changes and so forth. You have a much better chance of retaining staff if they feel they 'belong', they are part of the organisation, and this means keeping them in the picture, not just expecting them to get on with their own job in isolation.

Consultation and involvement

People have ideas about their own jobs – they frequently have suggestions for improvement – and their jobs are important to them. Their feeling of self-worth is increased if ideas they may have are asked for, and are taken seriously. In times of change – which these days means most of the time – people will respond more favourably if they are consulted, given a say. Changes which are imposed without consultation often meet resistance; if staff are given a chance to have their say co-operation is much more likely.

Fair treatment

This is important to everybody. Some aspects of this are dealt with in Section 2 relating, for example, to pay and grading systems. But it means more than this. It means treating individuals equally, not having favourites; it means that grievances should be properly listened to and dealt with; it means that disciplinary action should be strictly objective and not biased by personal likes and dislikes; it means that rewards, for instance promotion, should be based on merit and not given because somebody's face fits. Any sense of unfair treatment is immensely damaging to staff/management relationships. Discipline and grievance procedures should be written down and staff made familiar with their provisions. Managers must be familiar with the procedures and know their role in them.

Trust

Staff must be supervised and performance must be monitored; managers would be negligent if this were not done. But most staff – and certainly the best staff – will respond badly to being 'over-supervised'. As far as it is practicable you should give employees the chance to take responsibility and monitor their own work. This will tend to increase their sense of self-respect and the importance of the job; and over-emphasis on watching and checking will diminish the sense of personal responsibility. But, going back to the first point in this list, you need to know the individuals – some will need more supervision than others.

High standards

It is generally true that staff will respond positively to having high performance standards expected of them. It is sometimes felt by supervisors that 'going easy' on staff and being tolerant of mistakes or poor work is a way of keeping them, but this is not good policy. Employees will get more satisfaction from doing a good job, and this should always be expected of them. Staff should be encouraged to work at a level they can take a pride in, and to feel they are part of an organisation which believes in quality service. This will help to develop loyalty to the establishment, but it must be backed by appropriate management support thorough training, and provision of the necessary facilities and equipment for example. You cannot expect higher standards from staff than you provide yourself.

Teamwork

There are a few 'loners' around, but they tend to be the exceptions. Most employees like to work with colleagues, and get satisfaction from being part of a team. This can sometimes be helped by job design, as is shown in Section 4, but will also be developed by a supervisor who treats his or her staff as a team. Meetings of the group, to allow joint discussion of problems and plans can be a help, as was shown in the example of Janet in the case study.

Appreciation and recognition

All of us need to feel that what we are doing is of some value and that our efforts and skill are appreciated by management. A feeling of self-worth and pride in one's work is crucial to job satisfaction. Some aspects of this are covered in Section 2, under pay and grading, but there is also a personal aspect, part of the day-to-day relationship. Small things are important and loom large if they are absent; a word of thanks for a special effort, praise for a job well done, making time to talk to people – to consult or listen.

Now look at the following checklist to help you consider some key aspects of relationships in your establishment.

1. Do you and your supervisors know staff as individuals – background, family, interests, and so forth?
2. Is account taken of individual needs when working practices are changed?
3. Does work planning take account of individual circumstances?
4. Are reasons given to staff for changes, special jobs and so forth?
5. Is there an 'open door' for staff to come with problems or grievances?
6. Are staff kept well informed about what is happening in the establishment – through meetings, notice board, newsletter?
7. Are staff consulted about changes which affect them?
8. Are suggestions from staff given serious considerations?
9. If suggestions are rejected, is the employee given a reason?
10. Do you listen fully to grievances as soon as they are raised?
11. Is there a recognised procedure for dealing with grievances?
12. Do staff receive praise and appreciation when it is due?
13. Are staff encouraged to take responsibility for their own work?
14. Are staff encouraged to monitor their own performance?
15. Do staff have clearly understood objectives to work to?
16. Are high standards of work expected from all levels?
17. Do supervisors always set a good example to staff?
18. Are meetings held to discuss issues as a group or team?
19. Are staff encouraged to think of themselves as team members?
20. Does training foster the understanding of other people's jobs?
21. Are staff helped to see the importance of their jobs in the overall context of the establishment?

Consider carefully the questions on the checklist, and refer back to the answers you received on the questionnaire. The questions which are particularly relevant to this issue are 1, 3, 6, 13, 16, 19 and 20. Note down below any action you think is necessary to improve the working relationships within your establishment, considering in turn each of the areas of need which have been identified.

TREATING STAFF AS INDIVIDUALS

COMMUNICATION

CONSULTATION AND INVOLVEMENT

FAIR TREATMENT

TRUST

HIGH STANDARDS

TEAMWORK

APPRECIATION AND RECOGNITION

SECTION 4
Job design

After completing this section you will be able to:

- state ways in which jobs can be made more interesting and varied
- draw some conclusions as to how jobs in your own establishment can be re-designed to improve staff retention and recruitment.

Another way a manager can motivate staff and improve job satisfaction is by redesigning the job. A job consists of:

- content – what the employee actually does
- context – the physical environment and social structure in which the work takes place.

For instance a waitress has tasks which include laying tables, carrying plates, serving food and so on – the content of her job. The context of her job would include the interior design of the restaurant, her uniform, her colleagues and customers. Redesigning the job to increase motivation works on the principle that by improving the content and/or context of the job, satisfaction is increased, and consequently the possibility of retention.

Changes in job content are broadly divided into:

- job enlargement – increasing the range of tasks that an employee carries out without requiring changes in the level or type of skill involved
- job enrichment – expanding the types of tasks the employee is expected to do, which requires new skills.

For instance the waitress could have her job enlarged by being given more tables to serve, and enriched by having the additional role of taking orders and greeting customers. (It should be pointed out that redesigning a job does not necessarily increase job satisfaction. Much depends on the staff member(s) affected. The questionnaire should be consulted – questions 5, 12, 14 and 26 are particularly relevant – and it is important to know each individual's preferences, as emphasised in Section 3.)

Think about the job you do now, or one with which you are familiar, and write down below how you might redesign it to give greater job satisfaction.

There are a number of ways in which jobs can be redesigned to increase job satisfaction.

Job rotation Staff move between jobs according to a rota – most needed where jobs are particularly mundane or disliked. This method of increasing job satisfaction is likely to be cost effective only where each job is relatively unskilled and does not require much training.

Amalgamating tasks Staff decide when to do each task, whether in response to customer needs or not, thus obviating the need for management time to draw up rotas, and giving staff the satisfaction of having more responsibility.

Increased responsibility Giving staff responsibility for the job usually increases motivation and job satisfaction, and helps personal development. However the manager needs to make it clear that help is available if required, and the level of responsibility should be understood and agreed by both employee and manager, so that each knows what is expected of them. One way of making a job more interesting and varied is to make staff responsible for a job right through from beginning to end so that they have the satisfaction of seeing the finished result of their efforts.

Increased understanding Staff who understand why a particular job is necessary and how it fits into the running of the establishment as a whole usually find more satisfaction in their work. Increased understanding of their own and other people's jobs helps to improve relationships between staff and other departments. This can be achieved in larger organisations through staff meetings and training sessions, and in smaller establishments through the manager or owner explaining to staff why different tasks are necessary.

Job rotation

The job of the fast food operative is a fairly recent phenomenon, and has been designed from the start to give as much job satisfaction and motivation as possible. This is despite the fact that the entire concept of fast food is based on the premise of the production line, retailing a 'product' rather than providing a service as in more traditional catering. Instead of giving the operative just one or two simple and repetitive tasks to do, such as toasting buns and frying chips, he or she is expected to be able to acquire as many as six or seven skills, and may well do two or three of these within a single shift. The more skills the employee acquires the higher the level of pay and chances of promotion to floor supervisor and floor manager. Most crew members – the name deliberately implies teamwork – will work at the counter sometime during each week to give variety and interest to the job, and to improve customer service skills. Individual sales records are monitored, and the operative who has achieved the highest turnover is rewarded by becoming the 'crew member of the month'. Group identity and team spirit are enhanced by all staff wearing the same uniform, but status is signified by the badges they wear.

Job rotation

Traditionally housekeeping staff are required to service a specified number of bedrooms, usually between 10 and 15. As far as motivating staff is concerned, this job design has the following advantages:

- responsibility for particular rooms
- variety of tasks to be done: bed-making, damp dusting, changing linen and so on
- some customer contact.

The disadvantages to job satisfaction and motivation are:

- working alone, and therefore socially isolated
- inefficient to allocate entire rooms to one member of staff
- standards of work appear to be poor due to the need for close supervision.

Many establishments have redesigned the job of housekeeping to iron out these disadvantages. Staff members can be organised into teams each with a specific role within the team, such as two making beds together, one cleaning bathrooms, one responsible for tidying, replenishing and polishing, the fifth responsible for finally suction cleaning the floor and checking that the room is ready for occupation. These roles can be rotated to reduce boredom and wherever possible teams could be allowed to select their own members.

Job rotation

At the Jorvik centre operatives used to be employed to do one job only, but now they move between jobs, from selling tickets and souvenirs to helping visitors into the 'time cars' which take them around the exhibition. Staff change jobs every two hours. The main reason for this job rotation is so that no staff are on the time cars all day, an unpopular job which was difficult to fill. A simple job rota, as opposed to shift rota, was drawn up daily, and the change-overs were monitored. Extra training was minimal because all the jobs were so unskilled. The system has considerably increased the level of job satisfaction; the job was more interesting, staff morale was better, staff could work longer hours and their approach to visitors was improved.

Amalgamating tasks

De Vere's leisure centre has a pool, gym and bar, and staff move between jobs in response to the guests, which avoids the need for management to spend time drawing up rotas. Some of the tasks do require training, for instance staff on pool duty have to have life saving qualifications. But these costs were offset by a reduction in the number of employees needed since amalgamating tasks in this way means the staff are more flexible. Also turnover is lower because the job is more interesting and staff have the satisfaction of making their own decisions on which tasks need doing.

Increased responsibility

Greater Manchester Museum of Science and Industry plans to give its attendants the additional task of giving more information to visitors. Training will be given on how to inform the public about the exhibits, with the aim that job satisfaction will increase especially since employees were recruited because of their interest in the museum subjects.

Increased understanding

Greater Manchester Museum of Science and Industry are attempting to increase job satisfaction and to improve the relationship with different departments through increasing attendants' understanding of their job and the museum as a whole. For instance attendants sometimes thought that exhibit designers were pernickety about details of a display and how exhibits were to be cleaned, and so an in-house course was run by designers on mounting a display which resulted in attendants understanding why they should do their job in a certain way. In-house courses of this kind help departments to work together, bringing staff together in a group, and dispelling misunderstandings.

Caution is needed when redesigning a job because this depends on the personal abilities and skills of the employees. For example, increasing the variety and interest of jobs is one method of enlargement or enrichment but this can also result in stress, or the need to recruit different types of employees. When this happens jobs have been changed or made worse rather than redesigned to increase satisfaction, and staff are more likely rather than less likely to leave.

The factors in your staff satisfaction survey which are closely linked to this section are questions 5, 12, 14 and 26 under the heading:

- interest and variety.

If staff find their work interesting and/or varied they are more likely to stay in the job and work to a high standard. The atmosphere in the workplace, particularly in a service industry, will probably be much happier as well.

Look at your survey results which relate to interest and variety in the job. Is there any position particularly disliked by staff? Choose this job or, if you prefer, another which you find difficult to fill or which is relatively unskilled. Think about how this job could be made more interesting and varied, and make a note under the appropriate heading below. For instance, if you are considering job rotation or amalgamation you may want to list all the other jobs in your establishment or department which are done during the same shift, and could be done with minimum training by the same person.

JOB ROTATION

JOB AMALGAMATION

INCREASED RESPONSIBILITY

INCREASED UNDERSTANDING